

## ANNEX 14. LIST OF CODES FOR THE THREE EVALUATION PARAMETERS AND RELIABILITY

NAME	DESCRIPTION	FILES	REFERENCES
Contribution to children's literacy	Any effort (training or materials) provided by ABC+ to improve learners' literacy Examples: Mention of Teacher training on literacy instruction; Mention of SRMs	80	732
Contribution to children's numeracy	Any effort (training or materials) provided by ABC+ to improve learners' numeracy Examples: Mention of Teacher training on numeracy instruction; Mention of SRMs related to numeracy	22	73
Contribution to socio-emotional learning	Any effort of ABC+ to promote socio-emotional learning; could possibly overlap with some GESI efforts; keywords could be values, "moral lesson," etc. Examples: Could be ABC+ training that made teachers aware of socio-emotional learning, and values-oriented teaching; Could be ABC+ materials that reflect values	23	44
Enhanced pedagogical content knowledge (PCK)	Any activities referring to improved instructions and strategy in early-grade GIDCA and Last Mile schools	72	328
GESI (Gender equality and social inclusion) promotion	Any effort of ABC+ (training or materials) to promote GESI Examples: Could be ABC+ training that made teachers aware of gender differences of children and how it could affect teaching and learning; Could be mention of ABC+ materials development process and how it made sure that GESI was upheld; Could be ABC+ materials that reflect GESI, that is, manifesting indicators like the equal number of male and female characters, featuring a differently-abled character, etc.	20	151
Goal Alignment	Correspondence of ABC+ with the targets or objectives of the school, division, or region in developing literacy, numeracy, GESI, etc. This may include ABC+ training and materials that have the same goals as the school, division, or region. Examples: Mention of activities (like teacher training) or outputs (like SRMs) that are described to have the same goals as the school	58	180
Notable Remarks	Any quotable lines (English, Filipino, or in the local language) about the codes for Relevance	49	124
Pandemic pivots	Any adjustment made by ABC+ in teacher training or materials development to accommodate the changes brought about by the pandemic. Any description of the nature of ABC+ training and/or process of developing and distributing materials. Opinion of stakeholders on the pivots made by ABC+ Examples: Description of shifting from face-to-face	42	145

NAME	DESCRIPTION	FILES	REFERENCES
	to online activities Mention of the use of online tools, giving of internet load, implementation of hybrid modes of training, follow-ups done, following health pr		
Parental and community engagement and or involvement		27	65
Policy Alignment	Correspondence of ABC+ with DepEd policies and priorities which are formalized through official documents (e.g., orders or memos in school, division, region, or national level) Examples: Mention of memos or orders that align with ABC+ activities	76	375
Reaching out to marginalized groups	Any effort of ABC+ to include any marginalized group in policy and interventions. Marginalized groups could be: those who live in GIDCA areas or those enrolled in last mile schools, special (SPED) pupils, learners from low-income families, etc.) Examples: Mention of ABC+ reaching out to marginalized groups (making sure that SRMs are delivered to them, or that their teachers are included in training)	12	14
Support to GIDCA and Last Mile Schools	Contextualization of training and activities in GIDCA and Last Mile	4	5
Support to GIDCA and Last Miles Schools		2	2

NAME	DESCRIPTION	FILES	REFERENCES
4.1. (TEIs)	How would DepEd sustain /replicate/continue the ABC+ programs? What are your strategic plans of action when the project is over and USAID turnover the responsibility to the institution to observe and practice autonomy?	0	0
Address the learning gaps		0	0
Conduct research		2	3
Continuous monitoring and evaluation		0	0
Digital file of the locally developed		0	0
Funding support		1	1
Institutionalization of the CRLA		0	0
Instructional delivery and materials		2	3
Provision of technical assistance		0	0
Replicate course program		3	7
Share best practices		1	1
Trainer of Trainer		0	0
4.2. (TEIs)	Are there plans to design and offer a parallel course in a relevant master's program at your institution? Does your institution have annexes (branches)? Are there plans to offer the course in relevant programs in those annexes? (TEIs)	0	0
Early childhood education program		1	2
MA Preschool education program		2	4
ABC+ strengthens the IRs	How was ABC+ strengthen the following in your school (improved early-grade instruction and delivery, access to quality materials and education capacity and commitment)	0	0
Enhance their (learners) imagination		0	0
More comfortable in using the technology		0	0
Feedback received	What feedback have you received from parents or home learning partners in their children about the quality and effectiveness of the supplementary materials?	0	0
Children are very happy		2	2
Easily explain it to their children		1	1

NAME	DESCRIPTION	FILES	REFERENCES
Parents there are happy		1	1
Suited for the learners		0	0
Understand the story through the picture		1	2
FGD 4.1	What are your views (pananaw) about the MTB-MLE (Mother tongue- based multilingual education) policy and its role (papel) in early-grade education? (4.3 eval question and IR3 learning question)	1	1
Big help when it comes to teaching the learners		3	8
Create confusion to those learners who are good in English		2	2
Develop of self confidence		3	5
Difficult to understand		2	4
Easy to understand		3	6
Effective to facilitate learning		2	4
Implementation review		1	2
Medium of instruction		2	2
No background in English it is a great help		0	0
Not to make a subject the MTB		1	3
Opportunity to express themselves		2	3
Removes barrier to learning		1	3
Scaffold learning among learners		1	4
FGD 4.2	How would you sustain /replicate/continue (maipagpapatuloy) the ABC+ programs after its conclusion?	1	1
Adopt and utilize materials		2	2
Allotted funds for trainings		4	9
Another innovation to continue zero non-reader		1	2
Capacitate parents and teachers		2	5

NAME	DESCRIPTION	FILES	REFERENCES
Capacity building of teachers		4	7
Conducting assessment using CRLA		2	3
Continuous conduct of assessment and planning		2	2
Created an extension program		1	1
Financing the reading materials		1	1
Highlights and the edit the input		0	0
Improve and enhance the ABC+		1	1
Include in Annual Improvement Plan		1	3
Institutionalize contextualization process introduced by ABC+		2	5
Integrate ABC+ processes		2	5
Printing of materials		3	5
Production of the stories		1	1
Recommend using CRLA as standard tool		1	2
Regular monitoring of strategies		1	3
Tap the stakeholders the community		2	2
FGD 4.3	What were the lessons learned that may support the sustainability of the project in the context of the Department of Education, home learning partners, and LGU?	0	0
Adopt all the learnings gained		0	0
Augment the logistical needs		1	1
Capacity building		1	1
Logistical requirements for trainings		1	1
Printing of learning materials		1	1
Prioritize the learning needs of all		1	1

NAME	DESCRIPTION	FILES	REFERENCES
the learners			
Support through the SEF		1	1
FGI 13.2	Are there plans to re-design and offer a parallel professional development for teachers?	0	0
Expand the support in learning research materials		1	2
Scale up		1	2
Train the parents		1	4
Training of trainers		1	2
FGI 14.	What potential challenges and risk management that you may encounter in the next two years and after the conclusion of the ABC+ project?	0	0
Long as we have frustrated reader		1	2
Homo - All Teachers I.	What ABC+ activities would you like to continue even after the engagement with ABC+ has ended? Why?	0	0
Assessments and supplemental materials		4	7
Integrated with monitoring		1	2
Training for teachers		5	14
Homo - All Teachers I0.	What are three challenges in the policy implementation and improvement? What else would you like to see in the future in terms of education system capacity and commitment to manage ABC+ intervention programs?	0	0
Allocate funds for monitoring from ABC+		3	6
Commitment of teachers		1	3
Consistency of program		1	3
Funding teaching materials for reading		2	3
Innovate instructional materials		1	2
MandE for sustainability		1	3
Maximize support		2	4
More teachers trainings		3	8

NAME	DESCRIPTION	FILES	REFERENCES
Quality materials		2	4
Reward system on ABC+ implementation		1	3
Support from administration		2	4
Support from community		1	3
Support from LGU		2	6
Support from parents		2	5
Support from stakeholders		2	5
Homo - All Teachers 11.	What are three opportunities for policy implementation and improvement?	0	0
Enhance teachers skills		1	5
MBHTE and ABC+ partnership		1	3
Programs under MBHTE		1	3
Quality education as a whole		3	7
Homo - All Teachers 2.	List three to five best practices that emerged during the implementation of ABC+ programs that could possibly be sustained by your school/division after the engagement ends. What plans does your school have for sustaining or replicating ABC+ activities after the project ends?	0	0
Action plan		1	3
Blended mode of training		1	3
Contextualized materials, strategies		3	5
Continuous improvement		1	3
Gap in the implementation		1	2
GESI and SEL inclusions		1	3
Home learning partners (HLP)		1	1
Institutionalize the program		1	3
Integrate LAC sessions		2	6
Online platform		1	3
Replicate and reproduce SRMs		2	8
Strengthened teaching strategies		2	3
Teacher Training		3	6

NAME	DESCRIPTION	FILES	REFERENCES
Homo - All Teachers 3.	What could be the major challenges or obstacles in implementing the plan of your school after the project ends? How do you intend to overcome them?	0	0
Ample time on monitoring and supervision		1	3
Commitment of teachers		1	3
Lack of support from home learning partners		1	2
Learning hubs		2	4
Limited materials and budget		3	4
More partnership		1	1
Reproduction of SRMs		1	5
Time constraints		3	7
Transportation		1	3
Homo - All Teachers 4.	Generally, what are parents and community members' attitudes towards Mother Tongue-Based Multilingual Education (MTB-MLE)?	0	0
Acceptance of community		1	3
Hard time translating		1	2
Linguistically diverse context		3	5
Many are very much happy		1	2
Not so okay		1	1
Positive attitudes		1	3
Prefer Filipino language		4	4
School's MOI is Filipino		1	2
School's MTB-MLE subject is Filipino		1	2
Teachers are not speakers of the learners' mother tongue		2	3
Homo - All Teachers 5.	Has the region, division, or school made policy, budget, staffing, etc. provisions for continuing ABC+ activities for teacher training, SRM development and distribution, and policy review on the implementation and continuous improvement of MTB-MLE even after the program has ended?	0	0



NAME	DESCRIPTION	FILES	REFERENCES
	Discuss each provision.		
Implementation (ObEx) Object of Expenditures		2	4
MOOE allocation in support to the ABC+		1	1
None		3	8
Homo - All Teachers 6.	To what extent have ABC+ activities involved community stakeholders (LGUs, NGOs, elders, etc.) for the improvement of early-grade instruction?	1	1
Always supportive		3	5
BLGU is very supportive		2	4
Gave materials and sometimes finances		1	1
Homo - All Teachers 7.	What emerging partnerships that were initiated by your region/division/school may support the sustainability of gains of learners in early-grade literacy?	0	0
Partnership Barangay council		2	2
Partnership with LGU		2	3
Private and Public Partnership		1	3
SERG; LandD trainings		1	3
Homo - All Teachers 8.	What component/s of the ABC+ program need policy recommendations to ascertain sustainability?	0	0
Advocacy or Program needs to be strengthened		1	3
Benchmarking or partnership in Barangays		2	3
Care for non-readers (CNR) and ELLN		1	3
Community engagement		1	3
Development of SRMs		2	4
SGA sa usapin ng SEF		1	3
Supplementary materials		2	6
Teacher trainings		3	5

NAME	DESCRIPTION	FILES	REFERENCES
Training on basic reading instruction		2	3
Homo - All Teachers 9.	What are three opportunities for teacher professional development? What else would you like to see in the future for teacher professional development?	0	0
Committed and creative teachers		1	4
Developing the SRMs		3	5
Make original content		1	1
Masters Education Scholarships		1	3
Materials development		1	5
More trainings on MandE		3	6
Provision of the relevant tools		3	6
Skilled reading teachers		3	5
Teachers to innovate materials		2	3
Technical assistance		2	5
K12 4.1	Are policies in place to continue with these ABC+ initiatives after 2024? If yes, what are these policies?	0	0
Capacity building for teachers		6	15
Community-based literacy program		4	4
Contextualization of policy		7	10
Continue on developing learning materials		16	29
CRLA will be used as assessment tool		10	26
DepEd policy memos and orders		23	44
Institutionalization of assessment		5	7
K-12 Curriculum		2	2
Learning Recovery Plan		9	15
Monitoring and Evaluation		2	3
MT utilization		2	2
MTB-MLE policy		1	1

NAME	DESCRIPTION	FILES	REFERENCES
None		3	3
Not yet		4	6
Parent capacity training		2	2
Reading program		4	5
KII 4.2	Are there plans to design and offer a parallel professional development for teachers?	0	0
GIDCA and Last Mile Schools Training		1	3
Learning action cell (LAC)		0	0
Regional Learning Facilitators		1	4
School head and superintendent training		3	6
Sustain LAC sessions		2	2
Teacher training		22	43
Technical assistance		1	2
Training on Language Transition		1	3
Upskilling of story book writers and illustrators		2	5
Use of Supplemental Reading Materials		5	7
KII 4.3	What potential challenges and risk management that you may encounter in the next two years and after the conclusion of the ABC+ project?	0	0
Change in management		7	12
Early childhood teacher		1	1
External Funding		3	3
External partners		2	2
Financial capacity		6	9
IT technical support		2	3
Lack of books		2	2
Lack of budget or funding		14	32
Lack of teachers in preschool		1	1

NAME	DESCRIPTION	FILES	REFERENCES
Learning needs		3	3
Lifespan of materials		5	7
Losing strong partner		4	4
MTB both as subject as a medium of instruction		3	4
Priorities of new administration		3	8
Reproduction and distribution of the materials		7	13
Revise the curriculum		2	5
Sustain the program and activities		9	17
KII 4.4	What were the lessons learned that may support the sustainability of the project in the context of the Department of Education and local actors?	0	0
Capacity building for all		17	22
Committed and dedicated advocates of the program		14	22
Efficacy and efficiency of the program		8	11
MandE is to be strengthened		2	3
More learners who are reading		2	6
Numeracy Assessment		2	3
Reading materials contextualized		2	7
Real-time monitoring		0	0
KII 4.5	What plans do you have in order to sustain/replicate/continue the program after the project ends? (Sustainability, IR 3)	1	1
Assess the Arabic learning level		2	3
Compilation of materials		6	7
Contextualization of learning materials		11	14
Continual teacher training and upgrading		12	23

NAME	DESCRIPTION	FILES	REFERENCES
Coordinate with the parents		1	2
Language identification tool or orthography		2	3
Linkages on our LGUs and private sector		6	6
Monitoring and assessment tool from ABC+		4	7
Plan to institutionalize assessment of ABC+		5	6
LGU NGO DepEd Capacity and Commitment	What were LGU, NGO, DepEd capacity and commitment programs to inform decision making for budgeting, targeting resources, communication, and monitoring expectations and implementing improvements in early-grade instruction?	4	4
Donations of school supplies		0	0
Established partnership		1	1
Utilize reading center		0	0
Workshops with LGU		0	0
Partnership with the barangay or other community groups - Additional programs or assistance	Do you have a partnership with the barangay or other community groups? What additional programs or assistance introduced by ABC+ was provided to strengthen your partnership with the community?	1	1
Barangay to assist the reading difficulties		0	0
Barangay was the one to prepare the venue		0	0
Support of the barangay official		0	0
Recommendations		7	14
All regions or scale up		2	4
Community-based literacy		2	2
Coordination with community		0	0
Data-driven decision		1	1
Funding source		4	6

NAME	DESCRIPTION	FILES	REFERENCES
Importance of stakeholders		2	3
Inter-collaboration with BLGU		1	1
Monitoring and evaluation		3	3
Policy alignment		0	0
Program adaptation		5	5
Program contextualization		2	3
Support system		3	3
Teacher training		4	5
Technical support		2	3
Tertiary level		2	5

Themes	A: FGD	B: FGD	C:FGD	D: FGD	E: FGI	F: KII	G: KII	H: KII	I: KII
1. Active participation	2	0	0	0	0	0	1	3	1
2. Appropriateness of materials	4	1	1	2	0	3	7	6	5
3. Collaboration	1	0	1	0	0	1	3	0	0
4. Conducive PD environment	4	0	0	0	0	0	2	0	2
5. Development of socio-emotional learning (SEL) based materials	0	1	0	0	0	1	0	1	1
6. Development of MTB-MLE materials	0	0	0	0	0	17	3	1	2
7. Differentiated instruction	0	0	0	0	0	2	3	2	0
8. GESI promotion	2	1	1	0	0	8	3	1	4

Themes	A: FGD	B: FGD	C:FGD	D: FGD	E: FGI	F: KII	G: KII	H: KII	I: KII
9. Instructional innovation	0	1	0	1	0	1	0	3	0
10. IR1	0	0	0	0	0	5	1	0	0
11. IR2	2	0	5	0	0	1	1	0	0
12. IR3	5	0	1	1	1	3	2	0	3
13. Learners	1	0	4	0	0	0	0	2	0
14. LGU	1	5	1	0	0	2	1	0	3
15. Love of language	0	0	0	1	0	2	0	3	0
16. Mobilization of local stakeholders	1	3	0	0	0	4	0	6	2
17. MTB-MLE coordinators	4	0	0	0	0	7	2	0	10
18. Overlapping of activities	0	0	0	0	0	0	1	3	0
19. Pandemic pivots	0	0	0	1	0	0	31	4	0
20. Parents	10	0	0	0	0	5	6	1	10
21. Persistent	4	1	0	0	0	3	7	2	15
22. Policy alignment	1	0	0	0	1	0	1	1	0
23. Presence of community hub	0	0	0	0	0	0	0	0	0
24. Professional development of school heads	2	0	0	0	0	0	0	0	0

Themes	A: FGD	B: FGD	C:FGD	D: FGD	E: FGI	F: KII	G: KII	H: KII	I: KII
25. Professional development of teachers	1	0	1	0	0	2	10	0	0
26. Quality	3	0	0	0	0	17	4	0	3
27. Reading progress	0	0	0	0	0	0	4	1	2
28. Reliable collaborator	2	1	0	1	0	8	5	0	3
29. Satisfied	0	0	2	0	0	0	5	2	2
30. School heads	1	0	0	0	0	5	2	0	19
31. School-initiated plan for K-3 resources	0	0	0	0	0	8	0	2	0
32. Stimulating	2	1	0	0	0	2	0	0	2
33. Teachers	0	0	0	0	0	12	5	4	5
34. Teaching innovation	6	5	0	0	0	2	3	1	13
35. Use of various learning materials	0	0	0	0	0	1	10	0	0
36. User friendly	1	0	0	0	0	0	0	0	1
37. Value for money	0	0	0	0	0	1	1	0	2



Themes	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	K	K	K	K	K	K	K	K	K	K	K	K	K	K
	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	F	I	I	I	I	I	I	I	I	I	I	I	I	I	I
	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	I	I	I	I	I	I	I	I	I	I
A. Contribution in children's literacy	34	18	12	19	17	0	0	0	0	0	0	0	1	1	6	2	22	21	24	23	43	13	0	0	0	0	0	0	0	0
B. Contribution in children's numeracy	1	6	0	2	0	0	0	0	0	0	0	0	1	1	0	0	2	2	0	1	1	0	0	0	0	0	0	0	0	0
C. Contribution in socio-emotional learning	1	2	1	3	1	0	0	0	0	0	0	0	0	0	0	0	0	0	3	5	3	1	0	0	0	0	0	0	0	0
D. Enhanced pedagogical content knowledge (PCK)	26	14	5	14	4	0	0	0	0	0	0	0	1	0	6	1	9	2	21	41	36	6	0	0	0	0	0	0	0	0



